Javiera Atenas Rivera

PhD in Education
Senior Fellow of the Higher Education Academy, UK
javiera.atenas@gmail.com
(+44) 77 22 679 188

Professional Experience

Research and Project Management

2017 – Ongoing: Principal researcher - Education Lead: Latin American Initiative for Open Data. Responsible for the education agenda of the Latin American Initiative for Open Data which includes developing data literacies amongst academics and provision of data literacies multidisciplinary data literacies curricula to higher education students in Latin America. The data literacies programme has been conducted in Chile, Argentina, Uruguay and Costa Rica during 2017- 18, training over 400 academics from 30 universities in the region. Also, part of this role is to build capacities in Open Data and Open Governance for public servants in Latin America in a partnership with the Inter-American Development Bank, training them using an online learning approach.

2015 – Ongoing: Co-Coordinator Open Education Working Group, Open Knowledge International Lead the strategic research agenda of the OEWG, supporting an international community of researchers, academics students and practitioners in developing Open Education research and capacity building projects, also, responsible to liaise with other units and chapters of Open Knowledge International and also project managing and evaluating research projects. Furthermore I am responsible to advise on the development of international working groups and to provide support for open education policy making and data literacies programmes.

2015 – Ongoing: Policy Advisor: Open Education Special Interest Group, University College London: Advisor for the Open Education policy and strategic development to foster the activities of the open education special interest group, involving pedagogic use of open data as open educational resources, developing the guidelines to enhance data literacies amongst faculty and students.

2016 – 2018: Quality Assurance Evaluator OpenMed: Responsible to ensure the quality of the different outcomes of the OpenMed project, which is a EU funded project dedicated to promote, enhance and develop Open Education in the MENA region. To support this

project I was responsible to assess the quality and impact of the outcomes of the project, including the landscape review of good practices in Open Education and the capacity building programme for academics in Lebanon, Jordan, Morocco, Egypt and Palestine. Also, I supported the team of researchers by acting as expert reviewer for team publications and worked with the project manager in developing the Open Education Roadmaps, the policy recommendations and strategy documents to foster the development of national and institutional policies.

2016 - 2017: Open Education Expert: UNIR. Responsible for research design, interviews and data analysis for the European JRC project on Open Education in the member states. The outcome of this research is reflected in the study *Policy approaches to open education: Case studies from 28 EU member states* which provides the first-ever EU-wide overview of the state of play in OE policy, in which a full account of each member state's understanding of open education and strategic policy approach is provided alongside with policy recommendations for adoption of OE practices.

2015-2017: Project Manager: School of Science, Innovation and Management, University College London Responsible for the capacity building programmes in innovation and entrepreneurship. Designed curricula for short courses and distance learning programmes and managed a team of tutors and learning technologists to ensure the quality of the resources. Also, I led a cross institutional programme on research excellence and impact to support academics preparing for the Research Excellence Framework.

2013-2015: Education Policy Advisor: Department of Science, Technology, Engineering and Public Policy, University College London. Responsible for the educational strategy development for the implementation of a Master programme in Public Administration. As part of my role I conducted research in educational policies and developed an academic capacity building programme for academic and research staff in Open Science practices.

2012-2015: Community Lead: Open Education Working Group, Open Knowledge International Supporting the community communication strategy and the OEWG Coordinator in organising calls, sourcing guest blogposts and supporting the development of projects of the OE network for Open Knowledge International.

Academic positions

2016 – Ongoing: Associate lecturer: Universitat de Barcelona: PhD supervisor and doctoral advisor at the Faculty of Education and academic developer in Open Education. The main part of this role is to provide guidance to PhD students on Open Research and Open Science for scholarly communication alongside with quantitative and qualitative

research methods guidance.

2017 – 2018: Lecturer: University of South Wales: Lecturer in Educational Policies for the doctoral programme in education. The main responsibility of this role is to develop e-learning resources to train doctoral students in education policies.

2013 - 2015: Teaching fellow: Department of Science, Technology, Engineering and Public Policy, University College London. Development and delivery of research methods and academic writing course for the Master programme in Public Administration.

2011 - 2013 Teaching Fellow: Academic Development Directorate, School of Oriental and African Studies, University of London Responsible for capacity building agenda for post-graduate teaching assistants in technology enhanced teaching and learning according with the provision of the HEA accredited Professional Development in Higher Education Programme (PDHEP). Also, in collaboration with the pedagogical team I developed a large range of online courses and delivered training on research methods and data analysis for PhD students.

2010 - 2011 Teaching Fellow: University of Hertfordshire, Hatfield
Responsible for the provision of training and workshops for academic and library staff, about pedagogical use of new technologies, educational technologies, open educational resources, mobile learning and social learning. Also, supported the development of the open access and open education repositories.

Awards
2016 Senior Fellowship of the Higher Education Academy

2014 Fellowship of the Higher Education Academy.

Studies

2011 - 2014 PhD in Education: Universitat de Barcelona, Department of Education.

2005 – 2007 MPhil – Information and Knowledge Management: Universitat de Barcelona (DEA) - Hochschule Hamburg (MPhil), University of Applied Sciences.

1998 – 2004 MA. Library and Information Sciences: Universidad Tecnológica Metropolitana, Chile.

Publications (Open Access)

Atenas, J., Havemann, L., Nascimbeni, F., Villar-Onrubia, D. & Orlic D. (2019). Fostering Openness in Education: Considerations for Sustainable Policy-Making. Open Praxis (May 2019 – In print)

Atenas, J, and Havemann, L. (2018). Open Data & Education (pre-print). In: State of Open Data. African Minds. http://doi.org/10.5281/zenodo.1544942

Inamorato dos Santos, A., Nascimbeni, F., Bacsich, P., Atenas, J., Aceto, S., Burgos, D., & Punie, Y. (2017). Policy approaches to open education: Case studies from 28 EU member states. Retrieved from https://ec.europa.eu/jrc/en/publication/policy-approaches-open-education-case-studies-28-eu- member-states-openedu-policies

Piedra, N., Chicaiza, J., Atenas, J., Lopez-Vargas, J., & Tovar, E. (2017). Using Linked Data to Blended Educational Materials With OER---A General Context of Synergy: Linked Data for Describe, Discovery and Retrieve OER and Human Beings Knowledge to Provide Context. In M. Jemni, Kinshuk, & K. M. Khribi (Eds.), *Open Education: from OERs to MOOCs* (pp. 283–313). inbook, Berlin, Heidelberg: Springer Berlin Heidelberg. http://doi.org/10.1007/978-3-662-52925-6_15

Manca, A., Atenas, J., Ciociola, C., & Nascimbeni, F. (2016). Critical Pedagogy And Open Data as Means for Educating to Social Cohesion. *Tecnologie Didattiche, 0*. http://dx.doi.org/10.17471/2499-4324/917

Atenas, J., and Havemann, L. (Eds.),. Open Data As Open Educational Resources: Case Studies of Emerging Practice. London: Open Knowledge, Open Education Working Group. http://doi.org/http://dx.doi.org/10.6084/m9.figshare.1590031

Atenas, J. and Havemann, L. (2015). Open data as open educational resources : Towards transversal skills and global citizenship. Open Praxis, 7(4). http://doi.org/http://dx.doi.org/10.5944/openpraxis.7.4.233

Atenas, J. and Havemann, L. (2015) Crowdsourcing quality (or, why openness matters). Open Education Europa. Retrieved from http://openeducationeuropa.eu/en/blogs/crowdsourcing- quality-or-why-openness-matters

Atenas, J. and Havemann, L. (2015) The 21st Century's raw material: using open data as open educational resources. Open Knowledge. Retrieved from http://education.okfn.org/the-21st-centurys-raw-material-using-open-data-as-open-

educational-resources/

Atenas, J. (2015). Model for democratisation of the contents hosted in MOOCs. *RUSC. Universities And Knowledge Society Journal, 12*(1), 3-14. http://dx.doi.org/10.7238/rusc.v12i1.2031

Atenas, J., Havemann, L., & Priego, E. (2014). Opening teaching landscapes: The importance of quality assurance in the delivery of open educational resources. *Open Praxis*, *6*(1), 29-43. Retrieved from http://openpraxis.org/index.php/OpenPraxis/article/view/81

Atenas, J., & Havemann, L. (2014). Questions of quality in repositories of open educational resources: a literature review. *Research In Learning Technology, 22*. http://dx.doi.org/10.3402/rlt.v22.20889

Havemann, L. & Atenas, J. (2014) MOOCs must move beyond open enrolment and demonstrate a true commitment to reuse and long-term redistribution, LSE impact blog. Retrieved from http://blogs.lse.ac.uk/impactofsocialsciences/2014/03/07/is-it-time-for-moocs-to-open-up/

Atenas, J., & Havemann, L. (2013). Quality assurance in the open: an evaluation of OER repositories. *INNOQUAL-International Journal for Innovation and Quality in Learning*, 1(2), 22-34. Retrieved from http://papers.efquel.org/index.php/innoqual/article/view/30

Languages
Advanced level of English.
Native Spanish Speaker.
Fluent in Italian.
Intermediate level of German.